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For Period May, 1971 to May, 1972

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TABLE OF CONTENTS

	Page
I Administration	5
II Student Affairs	9
III College Programs	14

RECOMMENDATIONS

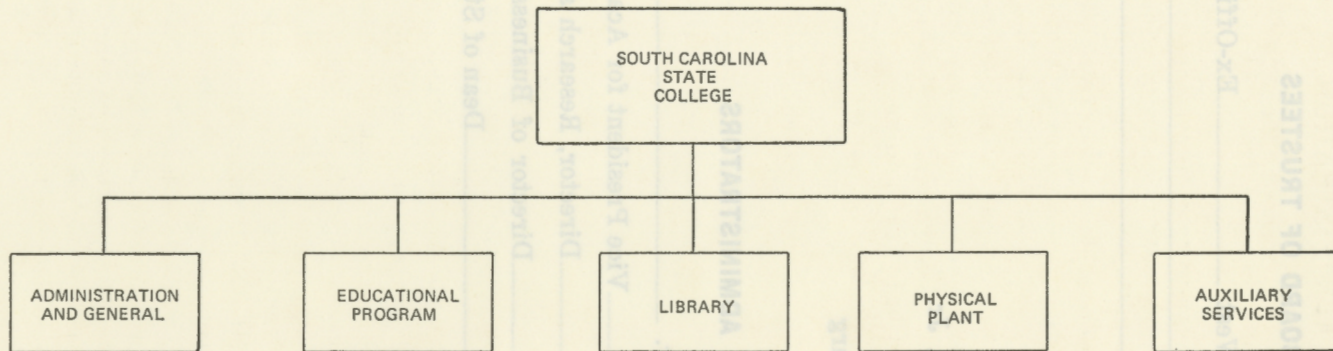
APPENDIX I	Housing	36
APPENDIX II	Financial Aid to Students	37
APPENDIX III	Office of Cooperative Education and Career Planning and Placement	38
APPENDIX IV	Summary of Services Rendered on Campus	41
APPENDIX V	Out-of-State Undergraduate Students ..	43

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ADMINISTRATION

The past academic year has in a very real sense up until this point been a successful one; but from the standpoint of this office a very tiring one in that it appears that we have been considerably more involved than in previous years. The President has continued his efforts in articulating to the entire South Carolina State College the problems and concerns of the institution and the solicitation of input from the College Family. It is felt by me that the rapport of this office with the various segments of the College Family remains good. We have continued our procedure of having at least two college-wide meetings with faculty and staff being involved as well as the cabinet of the Student Government Association. These meetings are held at least once per semester.

The senior administrators of the institution have been of immeasurable service to this office as we have continued our efforts of relating to the General Assembly, the Commission on Higher Education and the Commissioner the needs of South Carolina State College and the kind of support needed financially to carry out these responsibilities and to meet these needs.

The Board is already familiar with some of the justifications set forth with respect to the level of appropriations for South Carolina State College. The formula approach of appropriated funds to the state institutions of higher learning continues to be debated and discussed and at this point is in the process of modification. It is anyone's guess as to what the final formula document will be. We here at the College are working very feverishly to improve the per capita cost per student as this seems to be the major concern of state officials notwithstanding our continued presentation and justifications for same. It is felt that it would be repetitive in this report to the Board to go into details of those justifications, as I am certain the Board is quite familiar with them as they have been a part of each of our most recent reports to the Board of Trustees.

The procedure initiated in our last report to the Board, that is, the incorporation in the report of a complete detailed report to the President of a major segment of our college, is being continued. This report will include the detailed report to the President from the Vice President for Academic Affairs which

includes the academic program as well as other areas that are directly responsible to him; namely, the Office of Admissions and Records, the college library, Audio-Visual Aids Center and the Cooperative Education Program. Again it is hoped that such procedure will provide greater depth of understanding by the Board of the various major areas here at the College.

The development of the College's physical facilities continues to make marked improvements to our campus. The additions to Turner Hall; namely the second and third stories of D-Wing and the Little Theatre and music area, have finally been completed and are now in use by the College Family.

The high rise dormitory is progressing rapidly and it is hoped that we will be able to occupy it at the beginning of the fall term. The completion of the high rise will eliminate several major problems with which we are now confronted, such as the ability to accommodate a larger number of students and to provide considerably safer housing for our students. This is most important in that two older dormitories; namely Bradham and Manning Halls, continue to be sources of great concern with respect to fire hazards that exist as well as the general breakdown of the facilities themselves. Within the past month we experienced a fire in Bradham Hall which could have developed into a major disaster but fortunately it only resulted in damage to two or three rooms mostly from smoke and water damage by firemen. (See Appendix I)

The last building in this present building program is now under construction; namely, the 2.3 million dollar structure to replace White Hall. The construction time is approximately some eighteen months.

We are presently involved in developing a long range plan for the development of the College's physical facilities which will indicate the direction in terms of additional facilities which may be needed. Such a long range plan comprehensive in detail is required by the Southern Association of Colleges and Schools and we have been notified that such is due in the Atlanta office, so the Administration has found it necessary to engage an architectural firm to provide such a plan not only to fulfill requirements of the Southern Association of Colleges and Schools but to make available to the College and the Board of Trustees the kind of information that is needed to make sound judgment with respect to further development.

There were two or three activities on the campus this year that we consider worth calling to the attention of the Board. The visit of the House Ways and Means Committee of the South Carolina House of Representatives was one. This visit has proven to be a very meaningful one to the institution in that we were able to provide a first hand visual overview of the institution to the members of this very important body both from a program standpoint as well as from a facilities standpoint. It is hoped that subsequent visits by this group and others will be continued in the future.

During the past academic year the final transfer of responsibility and supervision of Camp Harry Daniels from Clemson University to South Carolina State College was completed and plans or programs are under way for the utilization of this camp.

In addition, we are very pleased to report to the Board that our Founders' Day Program was a great success and it continues to attract more alumni as well as friends of the College. We appreciate the presence of those Board members who were able to find time in their busy schedules to be present with us.

The College continues to try to improve its public relations and in doing so several meetings and conventions were held on the campus during the past academic year. This we continue to encourage and have maintained a philosophy that this institution is not an island unto itself and is here to serve the community and indeed the State. We have further stated that our facilities are available to the extent that the use of such by the community does not hamper our educational program.

One of the groups meeting on our campus was the Board of Directors of Santee-Cooper. We were very pleased to have had the opportunity to entertain them and make available to them meeting facilities for one of their annual meetings. The Board itself expressed its heartfelt appreciation to the College for the invitation and courtesies shown and further extended an invitation to the Board of Trustees of South Carolina State College through the Chairman of their board to meet at Wampee.

Another meaningful project which was finally consummated through the tremendous cooperation of the Board of Trustees and the City of Orangeburg was the leasing of a portion of the experimental farmland of the College for the purpose of de-

veloping a recreation facility which will further enhance not only the recreational outlets of this institution but of the entire community. In addition it will further cement the relationship of this educational institution with that of the community in which we are located and by doing so it is hoped that greater understanding and support will be forthcoming from the community at large.

We are looking forward to the combined baccalaureate-commencement on May 14th. We are fortunate to have been able to secure the services of Dr. Franklin Williams, President of the Phelps-Stokes Fund and former Ambassador to Ghana.

It is my pleasure to again welcome the three new members of the Board of Trustees—Mrs. Esther Tecklenburg, Mr. Joseph Sapp and the Reverend Dr. William R. Barnhart as well as to express my continued appreciation to the Board of Trustees for their continued understanding and cooperation.

STUDENT AFFAIRS

The Office of Student Affairs and all of its components have to be considered as one of the many challenging components of our institution for they have the task of being concerned with the self-development and the individual welfare of each of the students matriculating here.

Financial Aid

The Office of Financial Aid continues to be swamped by requests for financial aid. The Office itself is hard pressed in attempting to use limited financial aid in the best interest of all students in setting up some kind of priority as a guideline. The priorities for financial aid generally fall into three categories:

1. Renewal applicants:
 - a. Seniors
 - b. Juniors
 - c. Sophomores
2. Entering freshmen
3. Upperclass initial applicants:
 - a. Seniors
 - b. Juniors
 - c. Sophomores

A comparison of the number of students receiving financial aid during 1971-72 and 1970-71 is shown in Appendix II.

Career Counseling and Placement Center

The Office of Career Counseling and Placement continues to play the important role that it was designed to perform here at the College for without question, aiding and assisting our students in locating meaningful employment or identifying in being successful in gaining admittance to professional or graduate schools is a tremendous indicator as to the success of our program here at the College, for when it all boils down the success of the finished product certainly determines the success and the existence of our institution.

In a year of austerity and when some colleges are experiencing a decline in the number of representatives or recruiters

visiting their colleges, the average of South Carolina State College remains about the same. We feel that this is an attribute to the Director and her staff in their effort to maintain the kind of rapport and contact necessary to continue an on-going program.

The area of business continues to be the leader in terms of interest of recruiters. Placement of students in the liberal arts continues to be the most difficult.

Comments of recruiters have indicated very clearly that a tremendous job needs to be done in the counseling of our students with respect to assisting them in choosing careers. The Office of the President intends to put forth special effort in gaining additional support from the total college in assisting the Office of Career Planning and Placement in carrying out this mission. As a starter the Office of Career Planning and Placement has already initiated a program directed at freshmen in assisting them through counseling with respect to a future career. This program is on a voluntary basis and there is room for much improvement with respect to the participation of the students.

One of the highlights of our school year continues to be the Career Conference held here at the campus and which had as its theme this year "It's Never Too Late for Career Planning." It was our fourth annual Career Conference. The program itself is comprehensive in nature and it includes the following:

Banquet with the speaker, faculty, students, community and administration involved.

Classroom visitation

General Assembly

Workshops

Arts Program

(For statistics on Career Counseling and Placement please see Appendix III.)

Brooks Infirmary

Medical assistance was available to all students during the year — resident and non-resident. Nursing services as well as the services of our physician, Dr. Palm, were available on the usual 24-hour basis. Clinics were held twice daily Monday

through Friday, Saturday mornings and Sunday on call. The nature of emergencies varied from acute illnesses, lacerations and injuries to emotional disorders.

Occasional referrals were made for students to off-campus specialists when their illnesses or injuries could not be treated satisfactorily at the infirmary.

In addition to the regular staff of the infirmary for the first time this year we were able to secure the services of Dr. M. Borgstedt, M.D., a Psychiatrist, to serve us on a consultant basis. These services we are hopeful can be continued.

Attention is called to APPENDIX IV summary of Services Rendered on Campus and Summary of Services Rendered by the Off-Campus Agencies and Specialists.

Counseling and Testing Center

The College Counseling and Testing Center made notable progress toward reaching its goal of being a community resource for counseling, testing and mental health through the year 1970-71. All services previously offered were expanded in the past year and the availability of the psychiatrist added a service which was not heretofore available.

The second service launched this year was the "Hot-Line" which makes available telephone service for campus and community people to make an anonymous telephone call to discuss a problem situation they are experiencing without face to face contact which in some instances they may consider embarrassing. The "Hot-Line" service provides names of agencies and people who have much expertise in dealing with the problems related to them.

Two of our staff members, Dr. Douglas Tate and Mr. L. W. Buckalew were invited on April 6th and 7th to make a presentation at the Southeastern Psychological Association on the Organization, Training and Implementation of Hot-Lines or Crisis Intervention Centers.

Two other programs in this area are being carried out with Federal funds as a result of proposals initiated by the Center. They are Partners in Educational Progress Program and the Mobile Guidance Unit. These programs will make it possible to reach approximately 1300 persons.

In addition to the regular services provided by the Counseling Center, it also acts as a regional center for nationally administered tests such as Graduate Record Examination, College Entrance Examination Board, Law School Admission Test for Graduate Students in Business, Federal Service Entrance Examination, Medical School Admission Test as well as some others.

Student Union

The entire South Carolina State College Family was very pleased with the reopening in June, 1971 of the Kirkland W. Green Student Union after having been closed for more than a year. Such extended delay was caused by delays in shipments and shortages of the essential equipment necessary to complete the renovation.

The operation of this facility is being monitored very closely with respect to cost. As an auxiliary enterprise it is mandatory that it be self-supporting and with the new addition increase in personnel was necessary. Revenue produced by the Union itself must be sufficient to maintain the operation. Such determination as to cost of operation will be made at the end of this fiscal year.

It has been a welcome addition to our facilities and is being justly used by all segments of the College Family.

Student Government Association

The SGA continues to be an interesting aspect of the total College program. This past year it was evident that the officers were more social-minded than perhaps officers of the recent past. The officers have attempted to address the questions of curriculum revision, drug abuse, citizenship rights of the 18-year-old, and a more responsive campus to student perceptions. These students have found a more actively concerned audience than the SGA officers in the past.

The Dean of Student Affairs feels that there presently exists a real problem with respect to the SGA Judiciary particularly as it relates to their findings and recommendations not being upheld by the College Judicial Board where violations of college regulations are clear cut and the matter of guilt was not in question. This office too is concerned about

this matter and the resolving of the problem is under very serious consideration as to the actions this office should take in that the present judicial system was formulated by faculty, students and staff. It was designed to eliminate as much administrative involvement as was possible and the make-up of each of these boards is completely removed from this office and is in the hands of faculty and students. There is reluctance on my part to direct the College Judicial Board to take a stronger stance if, in their opinion as individuals, they feel that their findings are justifiable.

COLLEGE PROGRAMS

Several areas of the College are presently conducting specialized programs for the benefit of students or the community as a whole.

Institutes or Specially Funded Programs

Office of the Dean of the Faculty

1. Special ESAP project entitled "Project Helping Hand" designed to help dropouts and push-outs receive high school training in a college setting and see that they get back into high schools at the completion of their training. The 1971-1972 program is being conducted at Furman University, Columbia College, Morris College, and the overall coordination is being done by South Carolina State College. The grant for 1971-1972 is for \$89,000 from the U. S. Office of Education.
2. A second ESAP project has recently been funded for \$100,000 for the 1972-1973 school year with Columbia College, Morris College, and the College of Charleston participating.
3. Developing Institutions Grant for Faculty Development. The program is funded under Title III, U. S. Office of Education in the amount of \$46,000.

School of Arts and Sciences

1. A Faculty Development Institute in Afro-French Literature was conducted by the Modern Language Department in the summer of 1971. This institute was funded by the National Endowment for the Humanities. The grant was for \$6,000.
2. In-Service Institute for Secondary School Teachers and Supervisors of Science — 1971-1972 — under a grant of \$20,390 from the National Science Foundation.
3. Summer Institute for High School Science Teachers to be held June 12, 1972 to July 21, 1972, under a grant supported by the National Science Foundation for \$47,522.
4. Special grant in Speech and Hearing funded by the Bureau of the Handicapped, U. S. Office of Education, for \$34,203.

5. Social Work Education Project funded by the Social Rehabilitation Service, Department of Health, Education, and Welfare, in the amount of \$51,418.

School of Education

1. Junior and Senior Traineeship undergraduate grant (six seniors and two juniors) under a grant of \$17,400 from the U. S. Office of Education, Bureau of the Handicapped.
2. Training of twenty reading teachers for positions as reading supervisors during the 1972 Summer Session. This program is funded by the Commission on Higher Education for \$11,454.
3. A program designed to modify the potential dropout rate through behavioral changes, funded by the U. S. Office of Education — Title I, for \$11,000.25.
4. The Adult Basic Education Project funded by the Southern Regional Education Board for \$15,640.
5. Consortium of Southern Colleges for Teacher Education Program for developing innovative ideas in teacher education, funded by the U. S. Office of Education, \$2,500 with a balance of \$5,000 from last year to be spent in this academic year. The total for 1971-1972, therefore, is \$7,500.

School of Home Economics

1. EPDA grant for home economics teachers of disadvantaged children, funded by the U. S. Office of Education and the State Department of Education for \$12,500. Summer 1971.
2. Supplementary Training, Lander College and South Carolina State College. Sub-contract \$6,627 — 1971-1972.
3. Proposed Nutrition Survey funded by USDA for period July 1, 1971-June 30, 1975. Grant amounts to \$475,705.

School of Industrial Education and Engineering Technology

1. Special Three-Week Summer Institute for Industrial Education Teachers Who Generally Teach Disadvantaged

Children. This institute was funded by the EPDA through the State Department of Education and was for \$12,500.

2. Driver Education Program funded by the Highway Safety Project has been renewed again this year under a grant of \$17,500.

Special Services Program

Special Service Project involving fifty students who could not be admitted under our normal admissions requirements and who require special attention. Funded by the U.S. Office of Education, \$50,000.

Special Programs

It is a pleasure to report that all schools and departments are now seeing their role as a total commitment to the students and to the state community as a whole. There is a greater awareness about the professional development of our students and graduates. An example of this is the increased involvement in the faculty in field work. These experiences may be formal or college oriented and they may be supportive, when the program is initiated by other persons and the College is asked to lend its expertise.

School of Arts and Sciences

1. Program to aid teachers to communicate more effectively with Spanish speaking migrant children and parents. These programs are being conducted in Charleston, Beaufort, and Spartanburg by our Modern Languages Department.
2. Staff members in mathematics and English are teaching college courses to Head-Start personnel in Sumter and Manning. Another mathematics teacher is involved with field work in mathematics in Jasper County.
3. A staff member is involved with individualized mathematics instruction for elementary teachers in Edgefield County.
4. New approaches to the teaching of freshman students who ordinarily would not be admitted to the College's

program. This PEP Program is a funded program of the Office of Education, Special Services Program, and we are working with fifty students. The program has special emphasis on guidance and tutorial services. In about two years we should be able to determine if the methods being used are worthwhile or what in the program may be transferred from the pilot program to our regular remedial program.

5. The Henderson-Davis Players are again presenting numerous plays on and off the campus. The group has been invited to several locations for performances but was only able to accept eight of these invitations.
6. The Department of Speech Pathology and Audiology is again providing diagnostic and therapeutic services for college students and students at the Felton Laboratory School. In addition to this, the demand for the services of this department by outside communities remains very high.

School of Education

1. A graduate field course is being taught in Barnwell to teachers who are desirous of learning methods of teaching disadvantaged children.
2. Faculty members are constantly being requested to conduct workshops, conferences, and rap sessions. Requests have come from Columbia, Kingstree, Williamsburg, Charleston, Moncks Corner, and Bennettsville.
3. A program was held in conjunction with District #5 of the Orangeburg School System for the training of teacher aides.
4. Programs have been held for in-service teachers who participate in our directed teaching program and who are working in the field of Guidance and Special Education. These conferences are usually very successful and are increasingly integrated.

School of Home Economics

Cooperative program with the University of South Carolina covering the development and presentation of a TV course in Early Childhood Education.

I. SCHOOL OF ARTS AND SCIENCES

Business Administration

Programs

The department offers majors in General Business, Accounting, Office Administration, and Business Education. The faculty, under the supervision of the Chairman, is in the process of making major revisions in the present curricula and planning a major in marketing to be initiated in 1973-1974. This projected major is necessary if the job opportunities in the business world are to be available to our graduates.

The major revision has been in the Business Administration curriculum. The areas of Accounting and General Business, formerly in one program, have now been separated to show the specific requirements in each area. Each curriculum in the department, except Business Education, now has twelve hours of free electives in the junior and senior years.

The continuous growth of the department (400 majors during the first semester and 399 during the second semester), and the distribution among the four major areas will require serious consideration in the next two years of a change from departmental level to the establishment of a School of Business Administration.

Communications Center

Programs

The Communications Center has a dual function: (1) it provides a two-year sequence of courses in English and a one-year sequence of courses in Speech Arts for all students of the College; and (2) it provides programs of specialization in English Language and Literature, Teaching of English, Teaching of Dramatic and Speech Arts, and Professional Drama.

The Center, during the last two years, has offered courses in Broadcasting and are usually taught by a visiting professor from the University of South Carolina. In the beginning, the demand by students for these courses was high, but it is now dwindling and the question to be answered is whether or not these courses should be dropped. A decision will be made prior to the 1972-1973 school year.

This is the first year of the major program in Drama; however, two students majoring in this area are now pursuing directed teaching. The number of majors is 22 for the present year, with a number of other students planning transfer to this area. When the "Little Theater" is completed, some of the problems presently encountered will be resolved. One issue should be determined as soon as possible — the naming of the "Little Theater."

The Henderson-Davis Players, the laboratory arm of the drama program, presented a number of productions and visited many colleges in the state. Three major productions — "God's Trombones," "Tobacco Road," and "The Crucible" — were presented during the current year.

Mathematics and Computer Science

Programs

The name of the department was changed at the start of the academic year from the Department of Mathematics to the Department of Mathematics and Computer Science. This change was approved in order that the department, which was revising its curricula, could embrace the minor program in computer science. A sequence of courses was added to the curriculum with additional mini courses (one hour) to strengthen the entire program.

A student may obtain a minor in Computer Science by taking twelve hours in computer science and fifteen hours in mathematics. Presently, there are thirteen junior mathematics majors who have minors in this program.

In the revision of the curricula, the total number of hours required for graduation remains at 127-131 for the Teaching of Mathematics, and 129-133 for Professional Mathematics. This level of hours must be understood in terms of the weak background in mathematics that the majority of students have.

Modern Languages

Programs

No new programs have been instituted in this department. Four majors are offered: B.A. degree in French or Spanish and a B.S. in French or Spanish. The latter are the teaching options.

The major enrollment remains quite small, although the department services many students from other departments. For a small department, it is contributing greatly to in-service training of teachers throughout the state. Presently, the faculty is offering a course, "The Teaching of Spanish to Teachers of Migrant Children," at the request of the State Department of Education.

The department moved into new quarters in Turner Hall and the problem of space has been resolved.

In attempting to reduce the hours for graduation the department, in 1972-1973, will drop from a high of 136 hours to 130, and from a low of 135 to a low of 127 hours.

Personnel

The department consists of six faculty members. Two of these hold the doctorate and another will receive hers at the end of the academic year. One holds the master's degree and two assistant instructors hold bachelors' degree with one scheduled to complete her thesis in August. In terms of Standard V, the department meets the requirement.

With six faculty members, consideration should be given to a full-time secretary. For the past several years the department has utilized the services of a part-time secretary, which now hampers the efficient operation of the program.

Programs

Natural Sciences

The department is divided into the following areas: Biology, Chemistry, Physics, and Science Education. A major is offered in the teaching of biology, professional biology, the teaching of chemistry, and professional chemistry; a minor is offered in physics and several courses in science education.

The enrollment in biology remains at the same level, while the enrollment in chemistry continues to decline. This trend is being studied to determine why. Is it because of the decline in job opportunities or some internal problem? Probably with the comprehensive proposal recently developed by the staff and seeking funding under the College Science Improvement Program of the National Science Foundation and the Minority Biomedical Support Program, an increased interest in the natural sciences will be developed.

The department continues to offer in-service institutes, both during the summer and academic year, for the upgrading of high school science teachers. Probably the most important facet of this program is the interest developed in this area for research.

The department is now revising its curricula in biology and chemistry with a view of strengthening each. It anticipates adding courses in Cell Physiology and Inorganic Chemistry and Combined Instrumental Analysis. In these revisions the total hours required for graduation will drop from a present high of 137 hours and a low of 129 hours to a high of 132 and a low of 128 hours.

Social Sciences

Programs

The Department of Social Sciences opened the current year with a new chairman, since the previous chairman resigned August 2, 1971. His appointment on such short notice—seventeen days prior to the opening of the semester — presented internal problems which required time and patience to resolve. He has attempted, however, to structure the department to reflect the opinions of students and teachers in decision-making policies.

The programs in the major areas remain essentially the same, but minors have been instituted in Political Science and Social Welfare. The latter is operating under a funded program of \$51,418 from the Department of Health, Education, and Welfare.

Enrollment in Political Science is 41 and 57 in Social Welfare. Sociology is still the largest major in the department, with approximately 124.

Although revisions are being made in the curricula of the department, there has not, as yet, been a reduction in required hours in the teaching of history and social studies. The hours still range from 133 to 141. In the area of sociology and professional history, the hours have been reduced from 133-141 to 127-135.

The Black Culture Seminar, financed in part by the Kellogg Foundation Grant, brought to the campus outstanding speakers and consultants during the academic year. A Political Science Seminar attracted political figures from the State

General Assembly as well as representatives from all of the colleges in the state. A separate report of the program under this grant will be made.

Speech Pathology and Audiology

Programs

The Department of Speech Pathology and Audiology became a separate department July 1, 1971. Prior to this it was a major program within the Communications Center. The department offers undergraduate training in speech pathology for those students who plan to (a) become certified as public school speech correctionists, or (b) pursue a graduate degree in speech pathology, audiology, or education of the deaf.

The department also operates a Speech and Hearing Clinic that supplies diagnostic and therapeutic services for students at the College, pupils from the Felton Laboratory School, and individuals from the community. The service is free to students from the College and pupils from Felton. The Clinic is certified by the Vocational Rehabilitation Agency for referral of all clients served by the Orangeburg office. In addition, the Orangeburg Welfare Agency refers its clients to the Clinic.

The program here terminates at the undergraduate level. Because a master's degree is one of the requirements for certification by the American Speech and Hearing Association, the trend is to move the program upwards towards the master's degree. To insure a market for our graduates, the chairman is presently planning to develop a graduate program in accordance with the criteria set by ASHA. The new program has the support of the Vice President.

During the current year a visiting team from ASHA has reviewed the program and was impressed by its operation. The chairman has presented to the Curriculum Committee a total revision of courses in the program in order to bring them up to present trends. The total number of hours required for graduation will be reduced from 131-137 during this year to 124-132 for 1972-1973.

The department was one of eight predominantly Black colleges to receive funding under the Bureau of the Handicapped for 1971-1972. This grant was for \$34,203. Since the original plan was for four years, a follow-up proposal for 1972-1973 has been submitted.

SCHOOL OF EDUCATION

Education

Programs

The Department of Education is one of the major departments of the College. It services all graduate students and all of the teaching option students of the College. From the new demands for changes in course requirements and new certification requirements, steps must be taken to improve and strengthen the curriculum.

Committees are now working on the following changes:

1. The development of a graduate minor in Adult Basic Education.
2. The restructuring of the entire reading curricula to embody more service courses to undergraduates and the development of a graduate minor. In an attempt to emphasize courses for freshmen and sophomores, the staff is moving to develop an individualized reading program for all freshmen.
3. The content of professional education courses is being studied with a determination to change the sequence of experiences in the basic professional areas.
4. A special committee is presently working on a proposed program for the development of an undergraduate major in guidance. The State Board of Education has approved certification in this area.

The Department of Education presently embraces the programs of elementary education, reading, guidance, and special education. Thought is now directed to shifting guidance and counseling to the Department of Psychology when the new chairman, who is a specialist in this area, assumes his position in August.

The total hours now required is 126, but projection for 1972-1973 indicates an increase to 131. Since certification requirements dictate courses needed, the department is making a sincere effort to cull all unnecessary courses.

Health and Physical Education

Programs

In addition to the programs for majors in Health and Physical Education, the department services all students who

elect physical education to meet College requirements. In addition, all teacher education majors are enrolled in courses in the department. The department also promotes and supervises the intramural sports program for all students.

The entire health and physical education program was revised in 1971 in order to (1) better meet the needs of the students, and (2) provide a wider range of electives outside the department. The total hours required for graduation now range from 129 to 134.

The faculty is now in the process of developing plans for the expansion of the curriculum to include the necessary courses for certification on the elementary level.

Library Service

Programs

The Department of Library Service's prime function is to train librarians for the public schools and under its programs it emphasizes all of the "Proposed Standards for State Approval of Teacher Education.

In revising the curriculum the department has (1) made languages option, (2) added a course in psychology and a course in English, (3) given free choice among three areas of the social sciences, and (4) deleted certain courses from its program. Hours have been reduced from 131 to 129.

The major problem in the department is the recruitment of larger numbers of students. There are, presently, only 31 majors and the department serviced during the first and second semesters only 70 and 66 students, respectively. Efforts are being exerted by all administrative offices to aid the department in building a larger enrollment.

Music and Fine Arts

Programs

The curricular offerings in the department are designed to prepare teachers in the areas of piano, organ, vocal and public school music, band and orchestra instruments. The department also services students preparing to teach in elementary schools and the general college requirements in music and art appreciation. A minor program in art education will become a major area in 1972-1973.

In an effort to reduce hours required for graduation, the faculty has revised courses, consolidated courses, and deleted courses. During the current year the total hours required ranged from 129 to 136. In 1972-1973, the total number of hours required will range from 121 to 128.

The strengths in the department can be determined by the performance of the students enrolled in the department. For example, the College Choir, the Women's Ensemble, the Mixed Ensemble, the Mixed Octet, the Concert Band, the ROTC Band, and the 101 Garnet and Blue Marching Band have been recognized for their outstanding performances. Because of the outstanding performance of the Marching 101, the Zeta Eta Chapter of Kappa Kappa Psi, National Honorary Band Fraternity, has been established on the campus. In addition to the performing arts, the primary function of the department, the training of competent public school music teachers, has been exceptional.

The offerings as outlined in the Art Education program meet the standards of Circular 351; thus, adding overall strength of the department. Dr. Leo F. Twiggs, Associate Professor of Art, has achieved outstanding recognition for his batik paintings; Mr. James McFadden, Instructor in Art and consultant to the Felton School, has done a commendable job. Seven pupils from his Felton art class won awards in the state's contest during the first semester. One painting went to the National Gallery in Washington, D. C.

Psychology

Programs

The Program in the Department of Psychology is a non-teaching major; thus, all students in the department take minor programs in special education, guidance, and other areas for which certification is available.

The department, with new and modern equipment, is now located in D-Wing, Turner Hall. The new facility includes an experimental laboratory which serves as a nucleus for learning since it provides opportunities for students to study and analyze psychological principles of behavior.

Students are encouraged to do independent research projects. Some research will involve the animals housed in the

laboratory; however, all research and experiments will be supervised by the faculty.

In an effort to cooperatively use certain facilities, the testing room will be used jointly by the Reading staff.

No major revisions in the curriculum are planned in the near future; however, one course "Perception" is being developed and will be added as an elective to give psychology majors more depth to sensory experiences. The total hours required for graduation range between 128-132.

A new chairman—Dr. Paul I. Clifford—will assume the leadership of the department in 1972-1973. Dr. Clifford holds the doctorate in psychology from the University of Chicago and has a national reputation in the area of guidance and counseling. It is because of his competence in the latter area that a recommendation will be made to shift guidance and counseling from the Department of Education to the Department of Psychology.

Felton Laboratory School

Programs

The basic programs in Felton have not been radically changed during the current year. Pursuing the basic plan established in earlier years, the non-graded program has been extended to include the fifth grade and a reading program for accelerated pupils has been initiated. To coordinate the entire reading program, the School of Education has assigned Dr. Ruby T. Davis, Director of the Reading Program at the College, as consultant.

The program in typing has been dropped from the curriculum in order to utilize the space for regular classes. The administrators of Felton have been informed that no additional space was available.

Problems

The question of continuing to operate Felton has been raised during the current year by the Management Review Commission. This question has been replied to on several occasions by the President. The relationship between Felton and the College's responsibility to prepare highly trained and competent public school teachers is a vital and mean-

ingful one. For example, the concepts of the non-graded and middle school were begun in Felton long before they became a part of the public school organizational structure; the experiment with the teaching of foreign languages in the lower levels dates back over seventeen years. Students in the teaching areas, thus, were exposed to new procedures and innovative method prior to beginning their teaching careers.

The President's effort to secure relief in terms of the overall costs of Felton as a charge against the College's budget without subsequent relief in terms of per capita costs deserves our all-out support.

SCHOOL OF HOME ECONOMICS

Programs

The School of Home Economics offers four programs of study leading to the Bachelor of Science degree: (1) Food and Nutrition; (2) General Home Economics; (3) Child Development and Pre-School Education; and (4) Home Economics Education.

The areas of Home Economics Education and Child Development and Pre-School Education appear to have adequate enrollments, with small enrollments, 13 and 17, in the other two areas. The student-faculty ratio for the fall semester was 1:4. The number of hours required for graduation will decline in 1972-1973 from 132 to 124 in all areas but General Home Economics. The latter major allows a wide choice of courses by a student from several disciplines.

In an effort to attract more students the faculty is developing new programs such as (1) a coordinated undergraduate program in dietetics, (2) a Nutrition Education option is being studied, and (3) a Clothing and Textiles option is being considered.

The faculty is interested in research and two are presently involved in a project in nutrition under the Rural Development Program.

Projections

The renovation of the Staley Building to meet the needs of Home Economics is a must. Schematic plans have been sent to the Director of Physical Plant for his comment as to what the costs will be. A recommendation will be made as soon as these figures are available.

SCHOOL OF INDUSTRIAL EDUCATION AND ENGINEERING TECHNOLOGY

Programs

The School offers basically two major specializations: (1) Industrial Education, and (2) Engineering Technology, with three options (a) Civil, (b) Electrical, and (c) Mechanical. In addition to these programs, the faculty has completed a cooperative program for two-year graduates of engineering technology programs in Technical Education Centers.

Considerable time and effort were spent with representatives from the Higher Education Commission and the Director and faculty of the Orangeburg-Calhoun Technical Education Center in discussing and preparing a program by which the TEC Associate in Applied Science degree graduates could transfer their credits to South Carolina State and earn a Bachelor of Science degree in Engineering Technology.

The proposed program rejects the two-year terminal degree concept and seeks to open the door to higher education for TEC students. The program has been approved by the Educational Policies Council and will be considered by the Faculty Senate at its March meeting.

In the area of Industrial Education, two new courses have been developed: (1) Industrial Management, and (2) Simulation in Driver Education. The driver education, while not a new program, has gathered momentum in the past two years. The present project is financed in part by a grant through the Highway Safety Program.

Projections

The Lewis Laboratory should be renovated with additional classrooms, departmental library, and restroom facilities for female students. There are presently two female students, with no provisions for their comfort.

SCHOOL OF GRADUATE STUDIES

Administration

The administrative structure of the School of Graduate Studies is now under serious discussion between the Dean of the Faculty and the Vice President for Academic Affairs concerning the adequacy of this structure for making the School viable and dynamic. This question has also been raised by the Visiting Committee of the Southern Association of Colleges and Schools. Tentative suggestions for restructuring are being examined and recommendations will be made at the conclusion of the discussion.

SUMMARY OF ACADEMIC PREPARATION OF STAFF

(Collegewide)

The College faculty shows the following professional training: (1) 46.5 percent of the teaching faculty possess professional preparation equivalent to three years of advanced study beyond the bachelor's degree, with 52 holding the earned doctorate; (2) 37 percent of the faculty now have the earned doctorate degree, which is 3 percent above last year. In terms of overall percent of doctorates, we are now meeting the requirements of Standard V.

There are 98 on-duty faculty members who hold the master's degree and hours above, and 8 who hold the bachelor's degree. Of those holding the bachelor's degree, two are expected to complete the requirements for the master's degree by August, 1972.

Present on-duty faculty are broken down in the following ranks:

<i>On Duty</i>	<i>On Leave</i>
32 Professors	1
34 Associate Professors	3
39 Assistant Professors	8
34 Instructors	8
4 Assistant Instructors	0
<hr/> 143 Total	<hr/> Total 20

RESEARCH AND PUBLICATIONS

School of Arts and Sciences

Clark, Carl O. "Nuclear Magnetic Resonance Study of Rare-Earth Ions in Solution." This research study is being funded by the National Science Foundation, \$9,680.00.

Cottingham, Charles. A research grant for three years in the amount of \$17,143.00, funded by the United States Department of Agriculture. This study is being made to test the adaptability of seven edible soybean varieties to the climatic and soil conditions of South Carolina.

Datta-Gupta, Nirmalendu. "Synthesis, Physiochemical, Biochemical and Biological Studies with New Porphyrins." This research study is presently being conducted.

Isabel, Roy J. "Matrix-Isolation Spectroscopy: Infrared Spectra of Free Radical and Ionic Species Between 4°K and 23°K." This study is presently being conducted.

Wells, Darrell K. "The Study of the Chemistry of Olefins Perturbed by Complexation to the Group II-B Metals." (Research in progress)

Akpan, Moses E. "Attitude Toward Integration and Black Awareness among Black Students at the South Carolina State College."

"United Nations and Southern Africa." (Unpublished research)

"Major Issues in African Politics." (Unpublished research)

Howie, Marguerite R. "Conception of Black Womanhood." Paper read at the Association for the Study of Negro Life and History, Washington, D. C., October 1971.

Londhe, S. R. "Feasibility of Feeder Pig Enterprises by Small Farmers." Funded by Corp. State Research Services. USDA.

"Case Study of Migrant Workers in South Carolina." Funded by Corp. State Research Services. USDA.

Pierce, Michael D. "Effects of Southern Opinion on Andrew Johnson's Plan of Reconstruction." Research in progress.

"Biography of Andrew Johnson." (unpublished research)

"The Independence Movement in Virginia." *Virginia Magazine of History and Biography*.

Akpan, Moses E. "African Goals and Strategies Towards Southern Africa." *African Studies Review*, XIV (September 1971).

School of Education

Muse, Charles S. *Functional Statistics*. (A textbook to be published by Exposition Press in 1972.)

Davis, Ruby T. "Feasibility of a Graduate Minor in Reading at South Carolina State College" (Research in progress).

"Instructional Approaches and Materials." Paper presented to the Annual National Reading Conference in Tampa, Florida, December 2, 1971.

Bryant, Lawrence C. *Biography of Negroes in the South Carolina Legislature, 1868-1877*. (Book in progress)

Lemley, Dawson E. "Effects of Social Reinforcement on Operative Crying." Published by Department of Psychology, South Carolina State College.

School of Industrial Education and Engineering Technology

Hwang, Shoi Y. "On the Isochronous Stress-Strain Relation During Creep Deformation for Type 316 Austenitic Steel at Elevated Temperatures 1100°F."

"On a Simplified Method in Total Strain Assessment for Austenitic Steel at Elevated Temperatures."

The above research reports were done for the Atomic Energy Commission during the summer of 1971.

Prasad, Kanti. "Electronic Transport in Heterogeneous Materials as Applied to Semiconducting Chalcogenide Thin Films." (Unpublished Doctoral Dissertation, University of South Carolina.)

THE OFFICE OF ADMISSIONS AND RECORDS

General Observations

Nearly two thousand applications were received for spaces last fall, and of these a little over a thousand were accepted.

The total number of regular freshmen accepted was 814, and added to this number were 92 applicants for the newly-formed evening school.

Despite the large number of acceptances, only 472 enrolled, and this number included those enrolled in the special Partners in Educational Progress program (PEP).

There are 86 valedictorians and salutatorians in the class (18.2%); 122 (25.8%) were in the top 10% of their classes; and 440 (93.2%) were in the top 50% of their classes.

A special sub-committee from the Educational Policies Council, chaired by the Director of Admissions and Records, will make recommendations which, if accepted, should preclude in the future the failing of 10% of a freshman class.

The idea of bringing to the campus small groups of guidance counselors is still alive. The College had one group from the Pee Dee area in last fall, and four of those had never visited a Black campus before. They were impressed and it is our hope to bring more. It is believed that they will be able to counsel their students better and the College will benefit as a result of such visits.

For statistics see APPENDIX V.

AUDIO-VISUAL AIDS CENTER

General Observations

During the current school year, no change has been made in the basic administrative structure of the Audio-Visual Aids Center.

As previously reported, the strengths of the program are the reflected growth of the offered media services to all programs of the College. In spite of its limited size, the AV center's services have grown each year. The increase of requests being received by the center from directors of funded programs for media services, personnel, and equipment are growing out of proportion in number relative to staff, facilities, and equipment of the center. Another example is the requests for the video taping of micro-teaching experiences which require hours and sometimes continuous days of work and use of equipment. The center, operating with part-time student workers, finds it difficult to effectively provide these services and carry out the regular daily services.

Although work of the center has more than quadrupled, the structure of the staff's personnel has not changed in fifteen years. It consists of one part-time director-teacher and one full-time secretary. All other workers are students, working on a two-hour daily schedule. Serious consideration must be given to the employment in 1972-1973 of a Media Technician, with background and training in media operation, maintenance and care of equipment. (The Center has the responsibility for over \$300,000 worth of equipment.) In addition, a Media Instructor with background and training in the areas of graphics and photography, should be employed in 1973-1974. Appropriate recommendations concerning these positions will be made.

COLLEGE LIBRARY

During 1971-1972, the growth of the collections in the Miller F. Whittaker Library has reached 114,724 volumes, an increase of 6,579 volumes over 1970-1971. The Black collection has grown from 3,866 volumes in 1970-1971 to 5,442 volumes, although a loss through theft of 399 volumes.

In an effort to build a graduate collection to meet the Southern Association's standards, the President approved the outright purchase (\$17,000) of 19,000 titles (*Library of American Civilization*) on microform; in addition, 2,500 titles (*Library of English Literature*) will be available in May.

To achieve a reduction in loss of books, authorization has been made for the purchase and installation of the Check-point Security System. There will be 35,000 volumes protected the first year. Each year thereafter, volumes will be protected at a cost of 16 cents per volume. Books more prone to be taken will have top priority in protection.

In an effort to aid in reducing the backlog of books requiring cataloguing, the Director of the Summer School is employing two senior library services majors who will be assigned to work in this area.

Dormitories	First Semester	Second Semester	Capacity
Bethel Hall	384	384	384
Lowman Hall	116	116	116
Mays Hall #1	128	128	128
Brigham Hall	114	114	114
Earle Hall	84	84	84
Manning Hall	112	112	112
*Could not be accommodated in dormitories.			
Mays Hall #2	120	120	120
Miller Hall	88	88	88
Williams Hall	148	148	148
	1,281	1,281	1,281

All undergraduate units were filled to capacity the first and second semester. As in all cities, available off-campus housing is not equivalent to that of the College.

APPENDIX I

HOUSING 1971-72

First Semester	Females	Males
Living on Campus in dormitories	676	631
Orangeburg Residents	117	80
*Orangeburg Non-Residents	135	124
Commuters-Regular (homes within 25 mi.)	19	16
Commuters-Part-time Graduate	155	133
Full Time Graduate Students	9	15
Married Couples—Living on campus	12	12
City (Part-time Graduates)	67	50
TOTAL	1,190	1,061
Second Semester		
Living on Campus in dormitories	673	604
Orangeburg Residents	115	81
*Orangeburg Non-Residents	88	88
Commuters—Regular (home within 25 mi.)	10	17
Commuters—Part-time Graduate	56	37
Full Time Graduate Students	15	34
Married Couples—Living on Campus	12	12
City (Part-time Graduates)	21	13
TOTAL	990	886

Dormitories	First Semester	Second Semester	Capacity
Bethea Hall	384	384	384
Lowman Hall	116	116	116
Mays Hall #1	138	138	138
Bradham Hall	114	114	114
Earle Hall	84	84	84
Manning Hall	115	115	115
*Could not be accommodated in dormitories.			
Mays Hall #2	130	130	130
Miller Hall	68	68	68
Williams Hall	142	142	142
	1,291	1,291	1,291

All undergraduate units were filled to capacity the first and second semesters. As in all cities, available off-campus housing is not equivalent to that of the College.

APPENDIX II

FINANCIAL AID TO STUDENTS

1971-72			1970-1971		
No.		Avg. per	No.		Avg. per
Receiving	Amt. Recd.	Student	Receiving	Amt. Recd.	Student
1200	\$760,000	\$633.00	1,100	\$700,000	\$636.00

Types of Aid

Loans	\$ 162,500
Jobs	260,000
Scholarships and grants	260,000
Miscellaneous off-campus aid	77,500

Family Income Category

Income	Per Cent of Total
Under \$3,000	24
\$3,000-\$5,999	55
\$6,000-\$7,499	13
Over \$7,500	8

Student Aid Programs

Loans	No. of Students	Amount
National Defense Student Loans	358	\$100,125
United Student Aid Funds Loans (approximated)	45	41,000

Part-time Jobs

College Work-Study Program (avg. earnings—job)	232	617
Employment not under Work-Study:		
Cafeteria jobs	103	108,000
Student regular jobs	12	6,000
Educational Opportunity Grants	317	86,350
Freshmen	80	24,050
Sophomores	79	19,350
Juniors	88	24,650
Seniors	68	18,300
*Law Enforcement Education Grants	2	1,180

*To provide an incentive for in-service law enforcement personnel to increase their competence through continuing education.

APPENDIX III

OFFICE OF COOPERATIVE EDUCATION AND CAREER PLANNING AND PLACEMENT — 1970-71

Recruiter Representation

Public Schools	68
Graduate Schools	25
Summer Employment	1
Government	29
Social Work	1
Business and Industry	60
*TOTAL	184

*In addition to the number recruiting in person, many organizations recruit by mail and telephone, which accounts for the above total.

Recruiter Cancellations

Business and Industry	11
Government	3
Schools	5
	19

No. Interviews Held 1970-71

Business Administration	533
Science (Chemistry, Biology)	281
Library Science	14
Communications	125
Elementary Education	88
Home Economics	92
Agriculture	0
Technology:	
Civil	48
Electrical	23
Industrial	3
Mechanical	11
Social Science	15
Psychology	37
History	70
Mathematics	38
Physical Education	34
Music	19
Foreign Language	9
Total Number of Interviews	1,454

Follow-up of 1970 Graduates (incomplete)

	Employed Out of State	Employed In S. C.	Total No. Reported
Business	40	2	42
Industry	30	6	36
Graduate Schools	16	8	24
Teaching Profession	55	50	105
Other:			
Higher Education A	—	16	16
Total	155	87	242
Total 1970 Graduate		309	
Total reported		242	
Total unknown		67	

**OFFICE OF COOPERATIVE EDUCATION AND
CAREER PLANNING AND PLACEMENT — 1971-72****Recruiter Representation**

Public Schools	47
Graduate Schools	23
Government	36
Business and Industry	95
Summer Employment	22
*TOTAL	123

*In addition to the number recruiting in person, many organizations recruit by mail or telephone.

Recruiter Cancellations

Businesses and industries	9
Government Agencies	2
Graduate Schools	1
Public Schools	1
TOTAL	13

Number of Interviews Held September 1971 — February 1972

Business Administration	326
Science (Chemistry & Biology)	81
Library Service	1
Communications	10

Elementary Education	34
Home Economics	18
Speech Pathology & Audiology	27
Technology	
Civil	54
Electrical	34
Mechanical	20
Industrial Arts	3
Social Sciences	51
Psychology	12
Mathematics	60
Physical Education	1
Music	24
Modern Languages	4
TOTAL	765

Interviews held (Projected: February 1972 — July 1972)

Business Administration	608
Science (Chemistry & Biology)	172
Library Service	10
Communication	75
Elementary Education	108
Home Economics	80
Speech Pathology & Audiology	60
Technology	
Civil	98
Electrical	59
Mechanical	35
Industrial Arts	9
Social Studies	102
Psychology	24
Mathematics	120
Physical Education	24
Music	39
Modern Languages	4
TOTAL	1,627

Job Offers and Trips

Job Offers	184
Plant Visits	51
TOTAL	235

Job Offers and Trips Broken Down by Field

Business and Industry	98
Plant Visits	51
Offers	47
Government	30
Federal	19
State	6
Local	5
Educational and Community Organizations (Offers)	22
Public Schools (Offers)	85
TOTAL	235

APPENDIX IV

Brooks Infirmary

SUMMARY OF SERVICES RENDERED ON CAMPUS

February 1, 1971 — January 31, 1972

I. Census	25,057
1. Admission	123
2. Bed Rest	425
3. Out-Patients	24,509
II. Out-Patients Classified	
1. College Students	24,191
2. Faculty and Staff	243
3. Felton	341
4. Maintenance	69
III. Clinics	
1. Dr. Palm's Clinics	3,948
2. Dr. Palm's Emergencies	72
IV. Immunization Preparation	
1. ROTC Ivy Injection	195
2. Small Pox Vaccination	52
3. Tetnus Toxoid	37
4. Influenza	97

V.	Physical Examinations	
1.	Basketball	18
2.	Felton's New Students	72
3.	Football Utilities (Spring & Fall)	92
4.	Freshman Students	20
5.	Fraternity Activities	17
6.	Swimming	165
7.	Track	11
8.	Wrestling	12
VI.	Dr. Borgstedt	
1.	Consultations	14
	September, 1971-January 31, 1972	

SUMMARY OF SERVICES RENDERED BY THE OFF-CAMPUS AGENCIES AND SPECIALISTS

February 1, 1971 — January 31, 1972

I.	Dental Services	
1.	Dr. Caldwell	47
2.	Dr. Hickson	54
II.	Ear, Eye Nose and Throat	
1.	Dr. W. L. Davis	1
2.	Gressette Clinic	8
III.	Gynecology	
1.	Dr. Mole	1
2.	Drs. Horger, Smith and Sowell	3
IV.	Neurologist	
1.	Dr. Bridyers — Columbia, S. C.	1
V.	Orangeburg Regional Hospital	
1.	Admissions	5
2.	Blood Donors	6
3.	Emergency Room	16
4.	Laboratory Test	1
5.	X-ray	56
VI.	Private Physicians, Specialists	33

VII.	Surgical Consultation	
1.	Dr. R. Campbell	25
2.	Drs. Tuten and Dukes	5
3.	Moore's Clinic, Columbia, S. C.	12
VIII.	Urological Clinic—Drs. Price and Thackston	6
IX.	Orangeburg County Health Department	
1.	X-ray (free)	8
2.	Tuberculin skin test	176
3.	Wasserman	10
X.	M.U.S.C—Clinical Pathology Department, Charleston S.C.	
1.	Urine screen test for drugs (testing)	6

APPENDIX V

Enrollments

OUT-OF-STATE UNDERGRADUATE STUDENTS

Fall Semester, 1971

	<i>Males</i>	<i>Females</i>	<i>Total</i>
Alabama	6	0	6
California	0	1	1
Connecticut	3	0	3
District of Columbia	3	1	4
Florida	31	4	35
Georgia	8	9	17
Illinois	1	0	1
Iowa	1	1	2
Maryland	1	0	1
Massachusetts	1	0	1
Michigan	1	0	1
Mississippi	4	0	4
New Jersey	2	1	3
New York	7	4	11
North Carolina	11	2	13
Ohio	0	1	1
Pennsylvania	4	2	6
Tennessee	1	0	1
Virginia	7	0	7
Canada	2	0	2
TOTAL	94	26	120

UNDERGRADUATE ENROLLMENT BY COUNTIES **FALL, 1971**

Abbeville	12
Aiken	49
Allendale	11
Anderson	32
Bamberg	29
Barnwell	20
Beaufort	38
Berkeley	58
Calhoun	20
Charleston	145
Cherokee	15
Chester	17
Chesterfield	14
Clarendon	33
Colleton	42
Darlington	56
Dillon	8
Dorchester	38
Edgefield	12
Fairfield	16
Florence	66
Georgetown	44
Greenville	41
Greenwood	38
Hampton	12
Horry	12
Jasper	9
Kershaw	26
Lancaster	26
Laurens	33
Lee	14
Lexington	3
McCormick	7
Marion	51
Marlboro	18
Newberry	9
Oconee	10
Orangeburg	314
Pickens	4

Richland	92
Saluda	17
Spartanburg	49
Sumter	95
Union	17
Williamsburg	52
York	36
TOTAL	1760
Out-of-State	120
GRAND TOTAL	1880

TOTAL FALL REGISTRATION

	1971	1970	1969
Total Undergraduates	1880	1970	1969
Out-of-State	120 (6.38%)	119 (6.8%)	118 (7.0%)
In-State	1760 (93.62%)	1610 (93.2%)	1591 (93.0%)
Total Graduates	503	419	394
Graduates	2383	2148	2103
Total Undergraduates &			
Total Out-of-State	141 (5.9%)	135 (6.3%)	136 (6.5%)
Total In-State	2242 (94.1%)	2213 (93.7%)	1967 (93.5%)

FALL, 1971 FRESHMEN HIGH SCHOOL CLASS RANK

Percentile Rank	Females	Males	Totals
90-99	83	39	122
80-89	52	44	96
60-79	65	95	160
40-59	21	43	64
20-39	6	17	23
1-19	2	5	7
TOTALS	229	243	472

SUMMARY

Number in Top 10%	122
Number in Top 20%	218
Number in Top 40%	378
Middle 20%	64
Number in Bottom 40%	30
Number in Bottom 60%	94

ENROLLMENT BY CLASSES FIRST SEMESTER 1971-72

<i>Class</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Seniors	174	219	393
Juniors	178	190	368
Sophomores	187	229	416
Freshmen (New)	243	229	472
Advanced Freshmen	50	36	86
Transfers	11	15	26
Specials	53	66	119
Sub Total	896	984	1,880
Graduate School	213	290	503
Sub Total	1,109	1,274	2,383
Felton Laboratory and Nursery School	185	194	379
GRAND TOTAL	1,294	1,468	2,762

COMPARISON OF ENROLLMENTS FOR FIRST SEMESTER

<i>Class</i>	<i>1971-72</i>	<i>1970-71</i>	<i>% Increase + % Decrease —</i>
Seniors	393	353	+ 11.33
Juniors	368	357	+ 3.08
Sophomores	416	485	— 14.2
Freshmen	472	467	+ 1.07
Advanced Freshmen	86	36	+138.8
Transfers	26	12	+116.6
Specials	119	19	+556.3
Sub Total	1,880	1,729	+ 8.73
Graduate School	503	419	+ 20.4
Sub Total	2,383	2,148	+ 10.9
Felton Laboratory and Nursery School	379	356	+ 6.4
	2,762	2,504	+ 10.3

**FIRST SEMESTER 1971-72
COMPARISON OF ENROLLMENT BY
SCHOOLS AND DEPARTMENTS**

Schools & Departments	October 1971-72	October 1970-71	% Increase+ % Decrease—
School of Agriculture	*	19	
School of Arts & Sciences			
Business Administration	447	393	+ 13.74
Communications	54	133#	— 59.39
Modern Languages	20	22	— 9.09
Mathematics	122	108	+ 12.96
Natural Sciences			
Biology	126	126	0.00
Chemistry	39	56	— 30.35
Other@	16	—	—
Social Sciences	244	224	+ 8.92
Speech & Audiology	89	—	—
Sub-Total	1,157	1,062	+ 8.94
School of Education			
Elementary Education	118	101	+ 16.83
Library Service	31	28	+ 10.71
Music Education	62	64	— 3.12
Physical Education	142	140	+ 1.42
Psychology	102	87	+ 17.24
Sub-Total	455	420	+ 8.33
School of Home Economics	115	111	+ 3.60
School of Industrial Education & Engineering Technology			
Industrial Education	57	27	+ 111.11
Civil Technology	35	48	— 27.08
Electrical Technology	39	32	+ 21.87
Mechanical Technology	22	10	+ 120.00
Sub-Total	153	117	+ 30.76
Total Undergraduates	1,880	1,729	+ 8.73
School of Graduate Studies	503	419	+ 20.04
Sub-Total	2,383	2,148	+ 10.94

Felton Laboratory & Nursery School	379	356	+	6.46
GRAND TOTAL	<u>2,762</u>	<u>2,504</u>	+	<u>10.30</u>

* School discontinued.

Included Speech & Audiology.

@ Includes Agriculture, Pre-Nursing, Science.

FIRST SEMESTER ENROLLMENT FOR PAST FIVE YEARS

	1971	1970	1969	1968	1967
Senior Class	393	353	363	345	275
Junior Class	368	357	370	317	310
Sophomore Class	416	485	460	393	378
Freshman Class	558	467	487	533	471
Unclassified & Special	145	67	42	14	20
Sub Total	<u>1,880</u>	<u>1,729</u>	<u>1,722</u>	<u>1,602</u>	<u>1,454</u>
Graduate School	503	419	394	336	402
Sub Total	<u>2,383</u>	<u>2,148</u>	<u>2,116</u>	<u>1,938</u>	<u>1,856</u>
Felton Laboratory & Nursery School	379	356	360	336	324
GRAND TOTAL	<u>2,762</u>	<u>2,504</u>	<u>2,476</u>	<u>2,274</u>	<u>2,180</u>

ENROLLMENT BY CLASSES SECOND SEMESTER 1971-72

Class	Males	Females	Total
Seniors	190	247	437
Juniors	157	152	309
Sophomores	195	233	428
Freshmen	241	240	481
Transfers	6	8	14
Specials	91	60	151
Evening School	20	37	57
Sub-total	<u>900</u>	<u>977</u>	<u>1,877</u>
Graduate School	<u>1,176</u>	<u>1,374</u>	<u>2,550</u>
Felton Laboratory School and Nursery School	186	194	380
Grand Total	<u>1,362</u>	<u>1,568</u>	<u>2,930</u>

SCHOOLS AND DEPARTMENTS SECOND SEMESTER 1971-72

	Males	Females	Total
School of Arts & Sciences			
Business Administration (General) _____	218	106	324
Business Education _____	2	43	45
Office Administration _____	1	18	19
Sub Total _____	221	167	388
Communications _____	23	40	63
Mathematics & Computer Science _____	60	59	119
Modern Languages			
French _____	7	31	38
Spanish _____	1	4	5
Sub Total _____	8	35	43
Natural Sciences			
Biology _____	81	50	131
Chemistry _____	38	13	51
*Sub Total _____	119	63	182
Social Sciences			
History _____	52	25	77
Social Studies _____	5	7	12
Sociology _____	40	89	129
Sub Total _____	97	121	218
Speech & Audiology _____	2	85	87
School of Education			
Elementary Education _____	26	133	159
Library Service _____	3	29	32
Music _____	47	14	61
Physical Education _____	83	50	133
Psychology _____	28	71	99
Sub Total _____	187	297	484
School of Home Economics			
C.D.P.E. _____	2	28	30
F. & N. _____	3	13	16
Home Economics Education _____	1	56	57
Home Economics General _____	0	5	5
Sub Total _____	6	102	108

* Includes Pre-Nursing and Pre-Agriculture

SCHOOLS & DEPARTMENTS—Second Semester 1971-72

**School of Industrial Education
& Engineering Technology**

Industrial Education	107	0	107
Civil Technology	31	8	39
Electrical Technology	26	0	26
Mechanical Technology	13	0	13
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*Sub Total	177	8	185
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Graduate School	276	397	673
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Total	1,176	1,374	2,550
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Felton Laboratory School & Nursery School	186	194	380
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GRAND TOTAL	1,362	1,568	2,930

* Includes Extension Courses